

Jasper School District

PO Box 848

Ridgeland, SC 29936.00

Grades	PK-12 District	
Enrollment	3,316 Students	
Superintendent	Vashti K. Washington	843-717-1100
Board Chair	Kathleen Snooks	843-726-8063

THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	At-Risk
2011	At-Risk	Excellent
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	Below Average	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

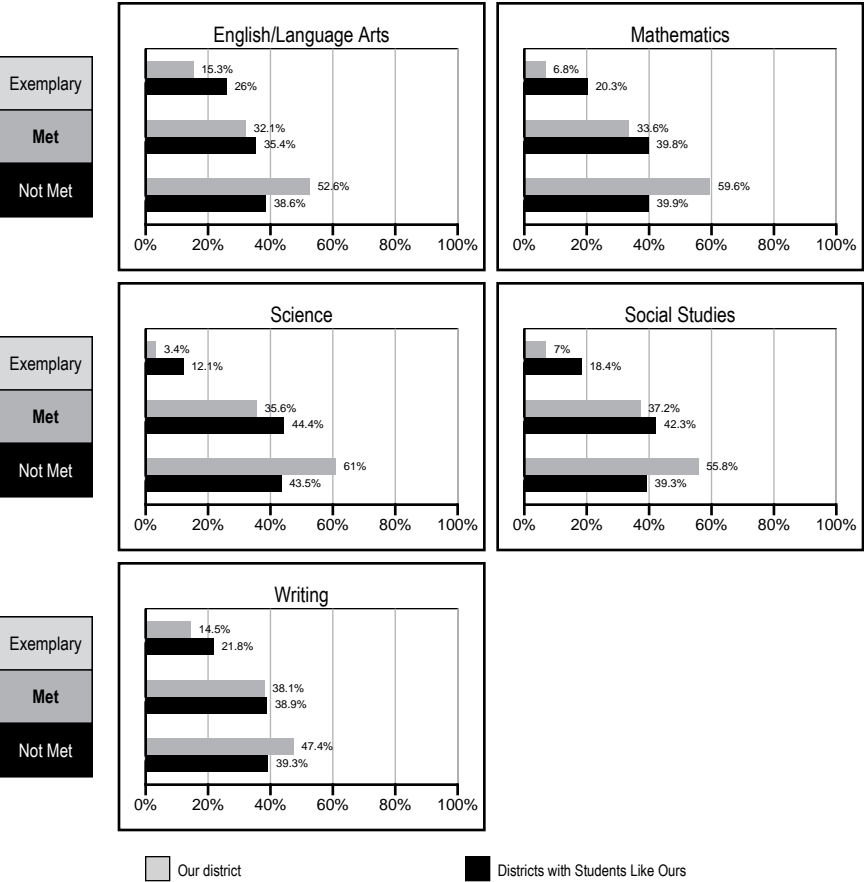
96.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	9	0	5

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed both subtests	50.0%	54.0%	56.1%	64.3%	66.7%	67.4%
Passed one subtest	25.0%	28.2%	25.7%	18.1%	18.2%	18.1%
Passed no subtests	25.0%	17.8%	18.1%	17.5%	15.1%	14.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	33.2%	62.5%
English 1	46.3%	56.7%
Biology 1/Applied Biology 2	47.7%	57.8%
US History and the Constitution	21.5%	27.9%
All Subjects	36.4%	51.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	203	279	202	216
Number of Graduates in Cohort	148	182	145	156
Rate	72.9%	65.2%	74.2%	73.8%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	268	204	216	209
Number of Graduates in Cohort	177	151	153	155
Rate	66.0%	74.0%	73.3%	77.3%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,316)				
First graders who attended full-day kindergarten	99.6%	Down from 100.0%	100.0%	99.3%
Retention rate	0.6%	Down from 3.0%	2.3%	2.0%
Attendance rate	97.1%	Down from 98.2%	96.1%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.0%	0.8%	0.6%
Enrolled in AP/IB programs	2.1%	Down from 2.4%	2.1%	13.5%
Successful on AP/IB exams	N/A	N/A	35.7%	49.9%
Eligible for LIFE Scholarship	23.0%	Down from 24.4%	29.2%	30.3%
Enrolled in adult education GED or diploma programs	30	Up from 27	30	59
Completions in adult education GED or diploma programs	3	Down from 6	17	31
Annual dropout rate	1.8%	Down from 2.1%	2.5%	2.7%
Teachers (n=218)				
Teachers with advanced degrees	60.6%	Down from 62.2%	59.7%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	82.3%	Down from 82.4%	88.0%	91.1%
Teacher attendance rate	N/R	N/R	94.8%	95.1%
Average teacher salary*	\$47,511	Down 2.7%	\$43,749	\$46,595
Vacancies for more than nine weeks	1.4%	Up from 0.9%	0.0%	0.1%
Professional development days/teacher	5.1 days	Down from 14.4 days	12.6 days	12.4 days
District				
Superintendent's years at district	3.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.3 to 1	21.2 to 1	21.7 to 1
Prime instructional time	N/R	N/R	89.3%	89.9%
Dollars spent per pupil**	\$10,494	Up 1.4%	\$10,494	\$8,866
Percent of expenditures for teacher salaries**	50.5%	Up from 48.5%	48.7%	53.1%
Percent of expenditures for instruction**	52.9%	Up from 50.6%	52.3%	55.9%
Opportunities in the arts	Fair	Down from Good	Good	Excellent
Number of schools	5	No Change	5	9
Number of magnet schools	5	Up from 0	0	0
Portable classrooms	39.4%	Up from 0.0%	2.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	5.0	No Change	5.0	8.0
Parents attending conferences	83.5%	Down from 92.9%	97.4%	99.5%
Average administrator salary	\$75,880	Down 4.2%	\$71,059	\$77,744

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	199	81.4%	687	36.4%	279	65.2%
Gender						
Male	102	75.5%	356	32.9%	145	56.6%
Female	97	87.6%	331	40.2%	134	74.6%
Racial/Ethnic Group						
White	15	86.7%	97	52.6%	31	41.9%
African American	161	80.7%	479	31.7%	210	68.1%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	22	81.8%	109	41.3%	34	73.5%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	20	40.0%	56	8.9%	24	33.3%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	20	80.0%	103	42.7%	32	71.9%
Socio-Economic Status						
Subsidized meals	138	81.2%	510	34.3%	180	63.9%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	81.4%	86.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	398	382	405	377	377	366	1179	1126		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	12.9	13.7	16.1	15.6	14.7	15.2	16.2	15.3	15.1	15.1
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	247.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Improved student achievement is a significant goal for the Jasper County public school system. We are responsible for the education of all students regardless of race, age, ability, talent or disability. The 2011-12 school year has brought many changes that have benefited our students.

Teachers use a variety of strategies and instructional techniques to meet the needs of students. Learning stations, cubing and tiered assignments, meaningful hands-on activities, partner and small group, and providing choices for students are but a few of the techniques designed to engage students through creative and challenging activities. Teachers also plan learning goals and outcomes with students; this helps students to have ownership in their learning.

Professional Development is another area that has become an essential part of our preparation to better serve our children. Teachers and other staff have received more than 100 hours of training in the various content areas. Educating the children of Jasper County is an ongoing investment. The Jasper County School District is committed to providing our children with a world class education that they so richly deserve!

Charged with the responsibility of preparing our students for the global economy, the Jasper County School District continues on its path to academic excellence. The 2011-12 school year has brought many successes for our school district. We have listened to parents and the community about the importance of safe schools, disciplined students, increased parent involvement and improved student achievement.

Providing a safe and orderly learning environment for our students has become a number one priority. All schools have access to school resource officers. Visitor sign-in procedures and the installation of a new security system allow us to know exactly who is in our buildings at all times. The new security system also provides protection to school property during times when schools are not in session. Teachers, students and parents have aggressively increased their participation in the Positive Behavioral Intervention and Supports (PBIS) system model. PBIS is a national model that rewards positive behavior. As a result of successful implementation, student expulsions are at an all-time low and most of the over-aged student population is serviced with other educational alternatives.

Schools understand the importance of quality parental involvement and have invested in creative forms of communication; the benefit has been a dramatic increase in parental participation. The Alert-Now phone system, newsletters, Facebook, school websites, regular parent workshops, Parent Teacher Student Organization (PTSO), Parent Teacher Association (PTA), School Improvement Council (SIC), parent conferences, and parent surveys are just some of the many forms of communicating with parents. Parents also have the opportunity to serve as chaperones on field trips which allows them to see how learning is extended beyond the classroom.

Submitted by: Vashti K. Washington, Ed.D.

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	39.5
Overall Grade Conversion	F
Points Total - Elementary Grades	42.7
Points Total - Middle Grades	35.1
Points Total - High School Grades	41.3

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The Jasper School District consists of 5 public schools with 0 of these schools, or 0%, in improvement status.

Accountability Indicator Definitions

- Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.
- Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.
- Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.
- Title I Priority Schools are the 5% lowest performing Title I schools.

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	622.6	607.6	581.0	595.7	99.5	99.6
Male	614.6	605.9	579.5	595.6	99.3	99.3
Female	630.8	609.4	582.5	595.7	99.7	99.9
White	645.4	623.4	599.0	612.8	99.5	99.5
African American	617.5	602.5	575.4	590.8	99.8	99.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	624.3	612.2	585.5	600.2	98.9	99.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	586.4	575.8	551.8	572.6	100.0	100.0
Limited English Proficient	622.1	610.5	584.0	598.6	99.4	99.7
Subsidized meals	620.9	606.0	578.6	595.0	99.9	99.9
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	613.3	607.6	593.7	601.2	99.5	99.6
Male	608.5	605.7	594.7	599.6	99.3	99.3
Female	619.4	610.0	592.5	603.3	99.7	99.9
White	629.0	617.9	613.7	607.7	99.5	99.5
African American	607.2	602.8	585.7	600.1	99.8	99.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	624.3	612.2	585.5	600.2	98.9	99.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	573.2	575.4	558.5	574.0	100.0	100.0
Limited English Proficient	621.7	615.6	603.4	601.6	99.4	99.7
Subsidized meals	611.2	605.7	591.4	599.5	99.9	99.9
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	218	209	66	63	96.6	96.0
Male	214	207	67	64	95.3	95.3
Female	221	211	65	62	97.8	96.7
White	221	211	70	66	95.0	95.0
African American	216	208	65	62	96.9	96.9
Asian/Pacific Islander	N/A	N/A	88	N/A	N/A	N/A
Hispanic	223	215	66	66	96.6	93.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	184	184	56	60	95.7	95.7
Limited English Proficient	223	215	67	66	96.4	92.9
Subsidized meals	216	207	66	63	97.3	96.4
Annual Measurable Objective (AMO)	223	220	76	71	95	95

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	253	100	47.2	31.8	21	52.8
	4	284	98.2	54.2	34.7	11.1	45.8
	5	242	99.6	40.4	42.7	16.9	59.6
	6	230	99.6	50.2	32.7	17.1	49.8
	7	192	98.4	48.6	35.8	15.6	51.4
	8	213	99.5	58.6	27.6	13.8	41.4
2012	3	261	99.6	40	34.8	25.2	60
	4	250	100	52.4	32.9	14.7	47.6
	5	274	99.6	58.9	33.5	7.6	41.1
	6	226	99.1	63.6	26.7	9.7	36.4
	7	238	99.6	53	33.2	13.8	47
	8	203	99	47.5	32.8	19.7	52.5
Mathematics							
2011	3	253	100	69.1	22.7	8.2	30.9
	4	284	100	59.6	34.1	6.4	40.4
	5	242	99.6	60.4	34.2	5.3	39.6
	6	230	99.6	62.2	33.6	4.1	37.8
	7	192	97.9	56.1	36.4	7.5	43.9
	8	213	100	62.6	34	3.4	37.4
2012	3	261	100	61.2	25.6	13.2	38.8
	4	250	100	58.9	32.9	8.2	41.1
	5	274	100	64.6	33.1	2.3	35.4
	6	226	99.1	61.8	32.7	5.5	38.2
	7	238	99.2	52.5	44.7	2.8	47.5
	8	203	99	58.5	34.4	7.1	41.5
Science							
2011	3	129	100	79.5	17.1	3.4	20.5
	4	283	100	66.5	30.8	2.6	33.5
	5	119	98.3	63	35.2	1.9	37
	6	115	98.3	51.4	43.9	4.7	48.6
	7	192	97.9	54.7	39.5	5.8	45.3
	8	108	100	51.5	33	15.5	48.5
2012	3	131	100	73.2	22	4.7	26.8
	4	249	100	64.3	34.8	0.9	35.7
	5	136	97.8	60.6	37.8	1.6	39.4
	6	113	97.4	63.6	35.5	0.9	36.4
	7	237	99.6	53.2	42.1	4.6	46.8
	8	102	97.1	48.4	43.2	8.4	51.6

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	126	100	49.2	41.5	9.3	50.8
	4	282	100	55.1	40.8	4.2	44.9
	5	123	95.9	59.5	33.3	7.2	40.5
	6	116	99.1	44	47.7	8.3	56
	7	192	97.4	53.2	31	15.8	46.8
	8	105	98.1	40.4	43.4	16.2	59.6
2012	3	130	99.2	46.3	43.9	9.8	53.7
	4	250	100	51.9	44.6	3.5	48.1
	5	139	99.3	76.1	23.9	0	23.9
	6	113	98.2	47.2	46.3	6.5	52.8
	7	237	99.6	58.8	31.9	9.3	41.2
	8	99	97	51.2	32.9	15.9	48.8
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	245	97.6	42	37.9	20.1	58
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	213	98.6	60.4	31.7	7.9	39.6
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	279	98.2	55.1	35	9.9	44.9
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	202	98	35.9	42.9	21.2	64.1

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	99.0	19.7	42.6	26.6	11.2	48.9
	2012	773	99.5	9.4	30.1	35.4	25.2	72.2
Mathematics								
All Students	2011	N/A	99.0	44.7	30.9	17.6	6.9	30.9
	2012	773	99.4	20.5	28.7	26.1	24.6	61.6

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%	
Classes in high poverty schools not taught by highly qualified teachers	9.4%	5.1%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.5%	0.0%	No
Student attendance rate, grades K-8	97.1%	94.0%*	Yes

* Adjusted to account for natural variation in performance.
** Or greater than last year

Abbreviations for Missing Data